

The Camp Read-A-Lot Core Reading Lesson

Purpose: This lesson combines several aspects of effective fluent reading instruction in a way that maximizes students' reading in a relatively short period of time. This lesson is intended as a supplement to the regular reading curriculum.

Preparation: Teachers make copies of brief passages, usually poems of 50-150 words for each child. Fewer words may be used for younger, emergent, or struggling readers. The teacher needs a copy of the text to display (e.g., a transparency, chart paper, smart board, or visual presenter).

The Lesson

(May be used in whole group, small group, pairs, or individual instruction)

1. The teacher reads and rereads the text to the class, modeling best fluent, phrased, and expressive reading. The teacher discusses with the class the content of the text as well as the quality of his or her reading.
2. The teacher distributes copies of the text to each student.
3. The students follow along silently with their own copies or with a chart paper copy.
4. The text is reread. The students begin to "whisper read" or "chime in" with the teacher who is still leading the reading.
5. All students read the text chorally several times. The teacher creates variety by having students read different verses or portions of the text in groups. For example, the teacher might say, "All those whose favorite sport is football, please stand and read." OR "All those with summer birthdays, please stand and read."
6. The students work in pairs. Each pair finds a quiet spot, and one student practices reading the text to a partner three times. The partner's job is to follow along in the text, provide help when needed, and give positive feedback to the reader. After the first three readings, the roles are switched. Or students may alternate reading roles until each partner has had 3 turns.
7. Students and teachers choose words from the text for closer examination (e.g., rhyming words; words the students find interesting, challenging, fun-to-say, and so forth) and to add to word banks. Words can then be practiced and sorted. Word games work well here too.
8. A writing, drawing, or other brief, engaging extension activity to increase comprehension may be incorporated.
9. Students regroup, and the teacher asks for volunteers to perform the text. Individuals, pairs, and groups of up to four perform the reading for the class. The performing students are lavished with positive feedback and praise.
10. Students take a copy of the text home and read it to their parents/caregivers. Parents are asked to listen to their child read as many times as they would like and to praise their child's efforts.

Sources:

Rasinski, T.V., & Padak, N.P. (2001). *From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School*. New York: Addison Wesley Longman.

Core Lesson – (Word Study and Fluency)

(To be done every day for students with Word Recognition and/or Fluency problems)

I. Find a short text (e.g. selection taken from a story, poem, speech, other). Try to match to a theme that you are working on for the week.

Make copies (5-7) for yourself, your students at school, your students at home

II. Lesson Plan

- A. Have students read text from previous day.
- B. Word bank practice and warm up.
- C. Read text to students, while they follow along silently – multiple times.
- D. Read text with students multiple times.
- E. Students practice text with a partner or alone.
- F. Allow students to perform text (in a creative fashion if possible)
- G. Find rimes in text and brainstorm words related to rime. Put on chart for future reference and practice.
- H. Making and Writing Words
- I. Word Ladder
- J. Sentence making activity from words from a sentence.
- K. New words selected for word bank.
Word bank activities --- games, sorts, etc.
- L. Other word activities
- M. Student response to the text ---- open response, rhyme, etc. written right on the paper containing the text itself.

III. Send copy of text (and perhaps a related text) home with parents to read with their child, listen to their child read, etc. (see home lesson).